

2022 North Dakota Student Engagement Survey Results: Part 1


Survey Results and Reports Training for District Administrators and Accountability Coordinators

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Focus

- **Webinar 1: Review the statewide Student Engagement Survey data**
- Webinar 2: Learn how to interpret and analyze the Student Engagement Survey results
- Webinar 3: Recognize how this data can be used to enhance student engagement in your school



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“ Student engagement occurs when young people have **invested** themselves, their energy and their commitment to the learning environment, both **within and outside the classroom**. They willingly put forward the required **effort** to find a level of **personal success** academically, socially and emotionally. They **care about others’ successes**...they **contribute** meaningfully to the school and classroom climate. They understand that their presence matters.”

Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016).



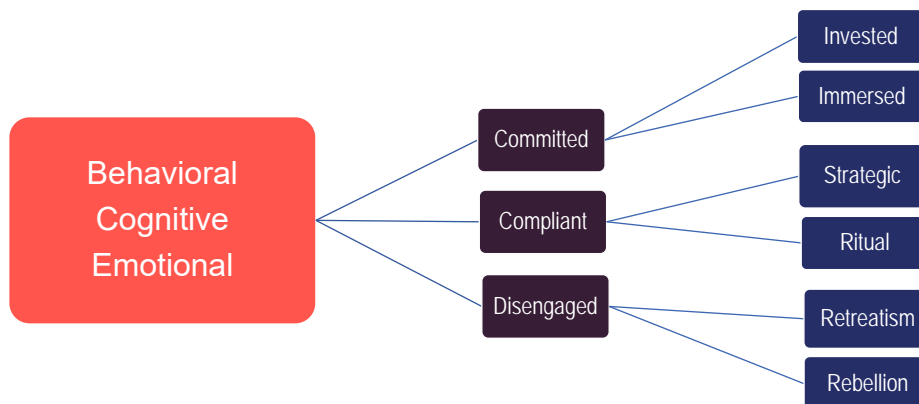
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Student Engagement Survey

Purpose: To measure student engagement through student opinions about their learning experiences.

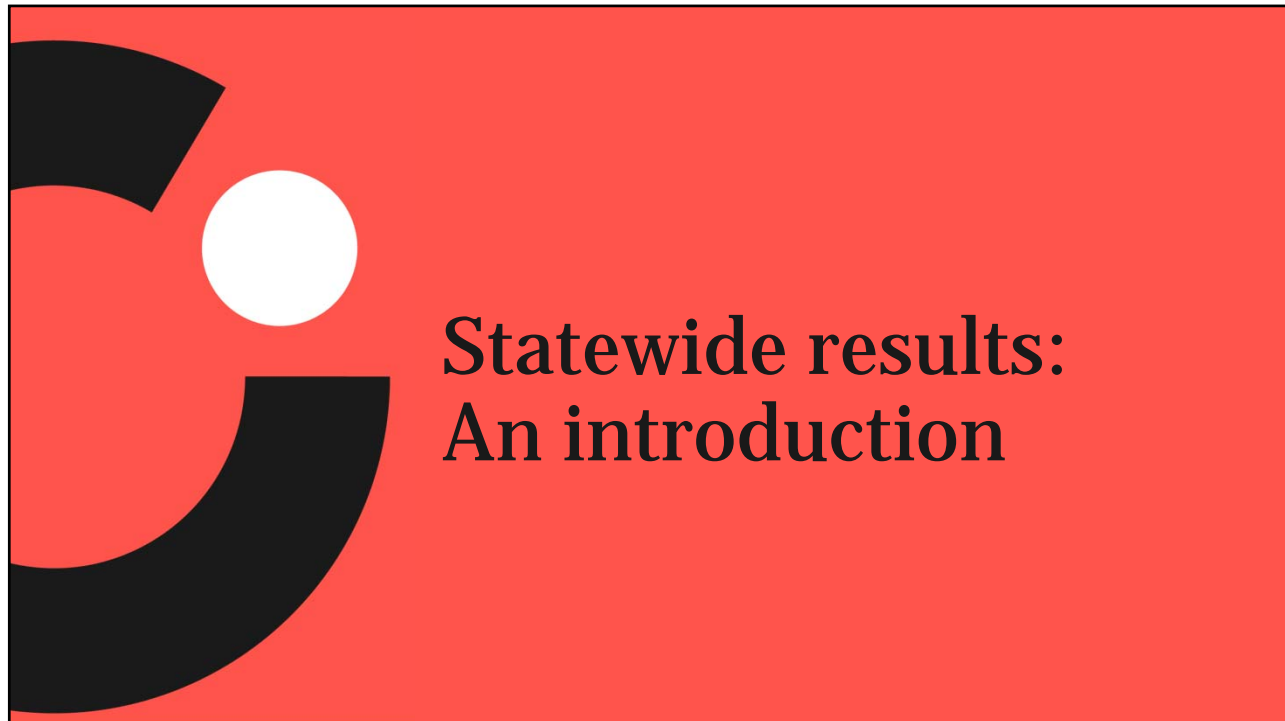
Design: 21 questions, under 3 domains of engagement

Survey levels: Elementary (grades 3-5); Middle (grades 6-8); and high (grades 9-12)



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Survey measures

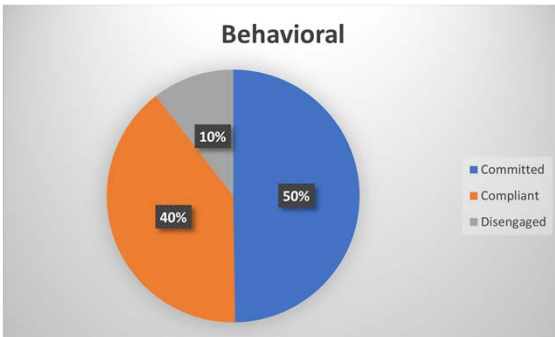
	Levels of Engagement					
	Committed		Compliant		Disengaged	
<i>Engagement Domains</i>	N	%	N	%	N	%
Behavioral	37476	49.76%	29950	39.77%	7883	10.47%
Cognitive	28546	37.91%	39276	52.15%	7487	9.94%
Emotional	30714	40.78%	27503	36.52%	17092	22.7%

Total number of students who responded = 75,309

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Students are more likely to be *Behaviorally Engaged* when they:



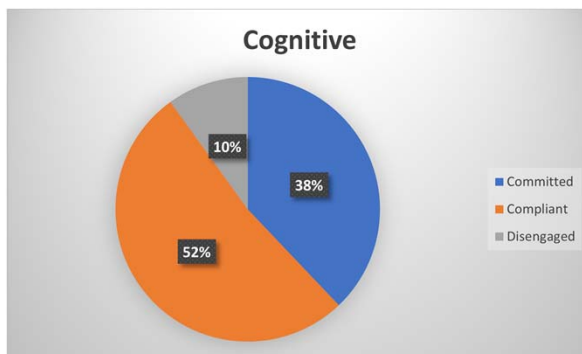
- Actively participate in class discussions and activities
- Are “team players” during group work
- Complete challenging work
- Talk about what they learn

N = 75,309

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Students are more likely to be *Cognitively Engaged* when they:



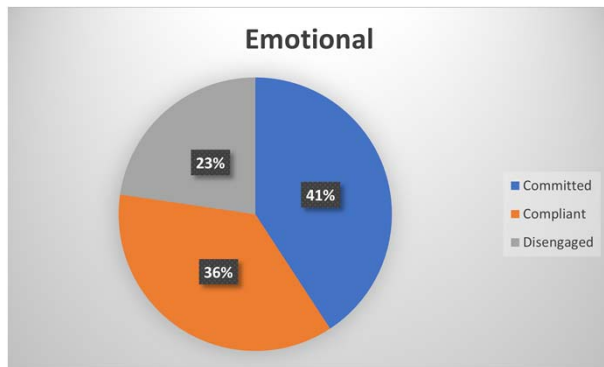
- Work on real-life problems
- Set learning goals
- Utilize flexible thinking skills
- Complete meaningful homework

N = 75,309

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Students are more likely to be *Emotionally Engaged* when they:



- Receive acknowledgement and/or praise for their strengths
- Complete assignments that meet their personal learning needs
- Feel a sense of belonging in school
- Feel supported and connected to their school

N = 75,309

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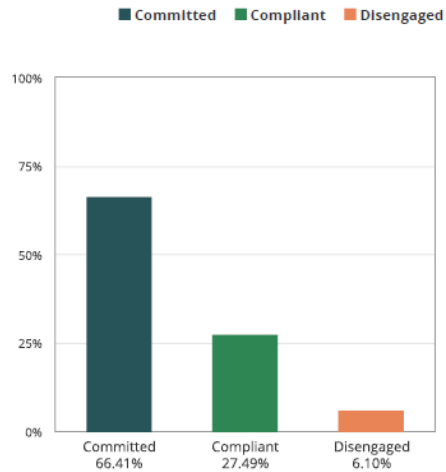
Behavioral Engagement - Elementary

N - Number of Participants
% - Percentage of Participants per Engagement Type

Committed		
N		%
3,716	Invested	23.19%
12,306	Immersed	76.81%

Compliant		
N		%
3,437	Strategic	51.82%
3,196	Ritual	48.18%

Disengaged		
N		%
961	Retreatism	65.33%
510	Rebellion	34.67%



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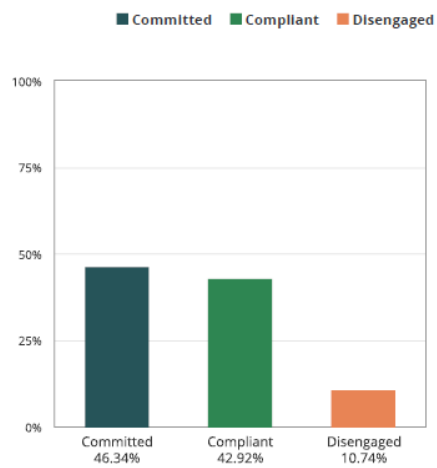
Behavioral Engagement – Middle

N - Number of Participants
% - Percentage of Participants per Engagement Type

Committed		
N		%
5,095	Invested	46.76%
5,800	Immersed	53.24%

Compliant		
N		%
6,991	Strategic	69.27%
3,101	Ritual	30.73%

Disengaged		
N		%
2,243	Retreatism	88.80%
283	Rebellion	11.20%



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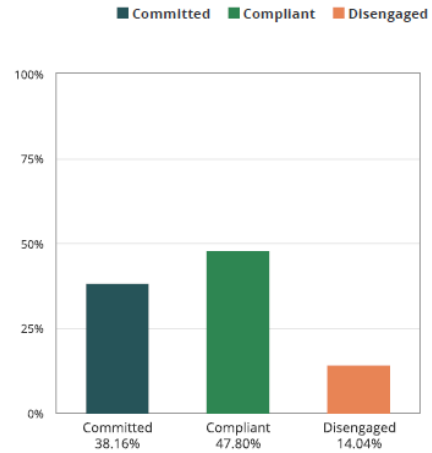
Behavioral Engagement - High

N - Number of Participants
% - Percentage of Participants per Engagement Type

Committed		
N		%
4,231	Invested	40.07%
6,328	Immersed	59.93%

Compliant		
N		%
8,472	Strategic	64.06%
4,753	Ritual	35.94%

Disengaged		
N		%
3,193	Retreatism	82.17%
693	Rebellion	17.83%



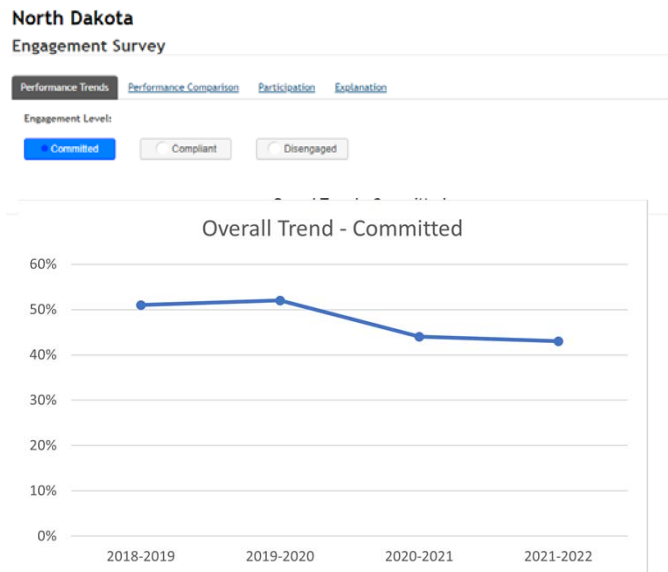
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How does NDDPI use your results?

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Results

- Reported at the state, district, and school level on state's Insights page
- Example: <https://insights.nd.gov/>
- Used as a school quality and student success indicator for school identification



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Contact us

- If you need technical support regarding accessing your survey results, please contact Cognia Client Care at 888.413.3669 or clientcare@cognia.org
- For questions about the survey and its use in school accountability or policy questions, contact Joe Kolosky at NDDPI at jkolosky@nd.gov



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Resources

- Himmele, P. & Himmele W. (2017). Total Participation Techniques-Making Every Student as Active Learner, 2nd Edition
- Marzano (2001). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement
- Kagan, S. & Kagan, M. (2015) Kagan Cooperative Learning
- Marshall, Kim. "A How-to Plan for Widening the Gap." *Phi Delta Kappan*. May 2009: Volume 90, issue 9. Page(s): 650-655
- Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016). *Weaving student engagement into the core practices of schools: A National Dropout Prevention Center/Network position paper*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from www.dropoutprevention.org/resources/major-research-reports/student-engagement/student-engagement-2016-09.pdf
- Sparks, S. (2019, March 21). Why teacher-student relationships matter: New findings shed light on best approaches. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html?cmp=eml-enl-eu-news2&M=58780808&U=1301756&UUID=cd552309df47d734b197ab1649df3869>

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Thank you!



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